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ABSTRACT

This "Operations Notebook" is written especially for administrators interested in and concerned about staff development efforts. The publication attempts to answer such questions as: What is staff development? Who should have it? Where is help available? What pitfalls should be avoided? In answering these questions the actions of Federal and State government and of colleges, universities, and county offices are examined; three studies on staff development are reviewed; descriptions of functioning programs are given; and the presentation one principal made to his staff in outlining a process plan for staff development is included. (Author/IRT)

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ACSA OPERATIONS NOTEBOOK 20

STAFF DEVELOPMENT: OR GETTIN' THE ACT TOGETHER

What are the Promising Practices and Potential Problems in California?

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS, FALL 1977

STAFF DEVELOPMENT:

or

Gettin' The Act Together

Prepared by: James L. Olivero

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
1575 Old Bayshore Highway
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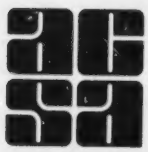
"...learners have different needs at different times. Therefore, staff development programs should make a variety of learning options available and allow participants to learn at their own rate. Second, learners often know what it is they need to know. Programs should give school staff skills and resources to identify and solve problems themselves. Finally, learners must be motivated, release time and opportunities to deal with immediate and pressing problems can lead to active staff participation."

Linda G. Bond, Consultant
Assembly Committee on Education



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STAFF DEVELOPMENT: OR, GETTIN' THE ACT TOGETHER

Background and Definition

"Staff development" is one of the educational "in" words for the 1977-78 school year -- and although still too early to make certain, the concept seems to be one being taken seriously by legislators and educators alike. And well it should, because too many people agree that what has been available in the past has been a hodgepodge of isolated in-service events which produced too little positive change for too few people. In short, what we've had hasn't been especially useful.

Remains to be seen, however, if the current waves of enthusiasm and dollars will make any real difference. Fortunately we may have a little more to go on than simply flying by the seat of our pants; hopefully, we'll put into practice some of things we know. This Operations Notebook is written especially for administrators interested in and concerned about staff development efforts. At least partially, the publication attempts to answer such questions as:

- What is staff development anyway?
- Who should have it?
- Where is help available?
- What pitfalls should be avoided?

No brief discourse such as that contained in this document has all the answers for all the questions, but an effort has been made to point the reader toward people and places where answers can be obtained.

Staff development has been around a long time; it's what most people have called pre and in-service education, although the idea today usually refers to more than credentialed people. Generally, staff development refers to the upgrading of all people associated with a particular school's educational community. This definition, then, usually includes teachers, administrators, teacher aides, classified support persons, parents on lay advisory councils, and occasionally selected students. The staff development team is fairly broad; it takes in a lot of territory.

In reality, staff development efforts have focused more on teachers than any other school group. It is interesting to note that while parents and students have only recently been added to the educational community groups, and consequently only begun to receive support for their involvement, administrators have always, theoretically, been a part of the educational community -- but historically have been short-changed in terms of personal/professional growth opportunities. There may be some relief in sight, but for at least the past ten years, more

money has been invested in in-service teacher aides than school principals; in fact, the best I've been able to determine, less than one half of one per cent of the available federal and state dollars for staff development have been directed toward administrators. Most administrators who have continued to grow -- to improve their skills, attitudes and knowledge have done so on their own, not because they've been helped with external incentives like time and money.

The need for continued staff development in a rapidly changing educational environment is obvious; the challenge is to define the kinds of practices which will have the greatest effectiveness and efficiency -- the kinds of practices that will pay-off for students.

Recent Emphases

Emphases on staff development are coming from many sources -- some long in the field of staff development, some beginning to put the toe in the water for the first time. For example, in California the county offices perform an exceptional service for many schools, especially those direct service districts. Each county office has staff members assigned to the myriad staff development services required, particularly where a categorical funding area is concerned, e.g., Title I, E.C.E., bilingual/bicultural education. The type of in-service offered is usually fairly specific depending upon the funding source. Since the county offices serve a number of districts, they can often perform collaborative services individual districts would find it impossible to offer.

Colleges and universities, and the personnel in them, often provide more generalized staff development functions. The kind of staff development offered by professional-types seems to be shifting at least somewhat. There appears to be many more opportunities for educators to take extension courses at local sites rather than going back to the institution of higher learning. While the extension courses are brought to the educators, the offerings still seem to be generalized to such a degree that while the courses may help educators advance to a higher level on the district salary schedule, the relationship of the course to the needs of the teacher and/or administrator in the daily world is vague at best. Perhaps one of these days a closer marriage between theory and practice will take place.

As far as administrators are concerned, some doctoral-type programs have been initiated which make claims toward a "practical" post-graduate program. LaVerne, Pepperdine, and the University of San Francisco -- among others -- offer doctorates in education which are essentially non-residency oriented. As far as the state institutions are concerned (USC and UC Berkeley), the programs appear to reflect greater relevancy although residency requirements are still in effect. Parenthetically, at the present time there is movement afoot which would enable -- through legislation -- other state institutions to offer doctoral programs in education. There are many political issues at stake in this issue and a rapid legislative decision isn't likely. (The Higher Education Committee of ACSA has gone on record in support of the extended programs to other institutions.)

Certainly, much impetus for staff development has come from the categorically funded programs. As far back as the early '60's the National Science Foundation offered numerous state and local training programs -- typically for the purpose of disseminating the modern science and mathematics curricula. When the Elementary and Secondary Education Act of 1965 was implemented, there were many components that called for in-servicing of personnel, e.g., teachers, aides, administrators.

At least certain sections of the federal, Education Professions Development Act, called for (in some cases) or required (in other cases) the training of parents and students in decision-making processes. As a matter of conjecture, EPDA was likely the catalyst which fostered the proliferation of advisory councils in the professional and lay audiences.

More recent legislation, however, will have (potentially) the most potent impact. Known as the Mondale Bill, the new legislation is designed to establish teacher centers in nearly every state -- for the purpose of staff development, particularly for those already on the job. Who knows why the legislation was promoted, but it is clear the National Education Association worked long and effectively to make certain the bill was signed into law. (Naturally all the activity took place prior to the national elections.)

At the time of this writing, however, even though the bill is now law, no agreement has as yet been reached on the level of appropriation that will support the implementation of the bill. Rumors run rampant in Washington and Sacramento on the appropriation matter, but fair guestimates would seem to allocate $4-7 million for California. (It's easy to anticipate some of the red-hot scrambling that will go on when the final decisions on levels of appropriations have been made.)

In my opinion, the reason for holding on implementation is more than the dollar discussions -- at least I hope so! For example, the Mondale Bill -- as so often the case in the past -- effectively omits administrators from the staff development scope. This shouldn't come as a particular surprise as the NEA was the organization on-top of the necessary lobbying activities. In essence, various administrative groups were either asleep at the switch or unable to gain enough political clout to make a difference. The cry of "foul" has sounded, though, and there may yet be time to include administrators in the act.

Another hang-up with the act seems to be centered on the "governance" issue, i.e., who is going to run the joint. Currently, the legislation calls for the Centers to be run by teachers with an exclusive governing agency. The political problems with this arrangement are patently clear except to the very naive. Frankly, I'm doubtful that the governance matter is within the boundaries of the United States Consitution because the governance body would, in effect, usurp the power of the local board of education. Naturally, the fact of this conjecture would likely have to be tested in court. My hunch is there are a few other people around who have expressed a similar concern and a "hold" has been applied until some reasonable compromise can be worked out. (An editorial: Without reservation, teachers must be involved actively in planning, implementing, and evaluating staff development efforts.

To be the sole agent in command of the scenario without representation from student, parent, administrative, and support personnel groups is unwise and unnecessary.) More will be said about the governance issue later!

Within the State of California, numerous staff development programs have resulted from those concerned about implementating Early Childhood Education programs. This is another categorically funded area -- although it is primarily a state-sponsored activity rather than a federal program. Depending on which sets of evidences are acceptable to which audiences, there seems to be some support for the notion staff development makes a difference in relationship to the interaction between students and teachers. To at least some degree, the influences of staff development success stories seemed to be in the mind of Assemblyman Gary Hart when he put together AB 551.

This significant legislative act may or may not get through the political obstacle course, but in one way or another pieces of the legislation will likely influence staff development practices. (By the time this document reaches the hands of most readers, we will know how successful the efforts to pass the legislation have been.) Apparently the Hart legislation has more support than the Mondale Act for at least two reasons:

1. The governance of the staff development centers includes administrators and representatives from other educational groups, and

2. The bill was the product of legislative hearings and a statewide advisory committee composed of teachers, parents, administrators, school board members and higher education faculty.

One who followed the bill through the political maze had to be impressed with the amendments that were made as feedback from the field was offered and the Assemblyman and his aides listened and acted.

The Hart legislation, if enacted, would offer specific funds for staff development. Funds (within the legislative restrictions) would be available for individual schools as well as for teacher centers. For the latter example, the centers would probably involve a member of different organizations pulling together to accomplish desired ends, e.g., institutions of higher learning, county offices, local school districts, and so forth.

As well as what already has been done, some lawmakers seem to think staff development is directly tied to the financial purse strings of education and taxes. That is, some in power-positions in Sacramento see staff development as the catalyst for educational restructuring and certain features to implement the Serrano-Priest decision (AB 65). Basically, the attitude is: if you educators want more money, we -- the guardians of the tax payer's money (sic) -- want some assurance of improvement in the educational setting; staff development is seen as the vehicle for bringing about that improvement.

For whatever reasons -- both good and bad, perhaps honorable and dishonorable -- staff development is influencing the educational pendulum as it swings into place. I suspect that to debate the issue of whether we should or should not have staff development is an irrelevant matter; what school administrators need to discuss, I suspect, are the issues concerning what the educational literature says about staff improvement, what is available from empirical information, and what critical issues for "go-no go" decisions need to be considered.

STUDIES AND RESEARCH FINDINGS

Fortunately, when teaching and learning is considered, educators aren't trying to walk across uncharted water. Staff development is a matter of education -- at the educational community level. We should be able to profit from our past and current successes while avoiding our previous mistakes.

At least three separate efforts have been undertaken to ascertain what has happened to date, for inservicing, and then to consider recommendations for the future. For example, the Bing Foundation -- under the direction of Les Birdsell* -- surveyed a number of operational, staff development programs and, as a result, put together a document entitled, Inservice Education Guide (available from the California Network for Staff Development, 9700 West Pico Blvd., Los Angeles, California 90035). This publication addresses a number of who, what, and why questions based upon input from practicing teachers and administrators from different parts of the country.

The publication prepared by Birdsell does not offer a recipe-list of answers, but the author does pose a series of questions which ought to be considered by an administrator and a staff. The questions emerge from a set of assumption statements made by the author. For instance:

> Assumption: The principal and school site staff should develop and put into practice a school site plan for instructional improvement.
>
> Questions: What are the most effective methods of continually assessing each major program era? Of analyzing staff strengths and weaknesses? Of designing training activities? Of designing program development activities? Of actually operationizing these activities? Of evaluating how well they have worked?

Again, for each statement, there are a number of questions -- listed below are samples of statements that relate to the School Site.

*Check "Human Resources" in the Table of Contents for mailing address.

Assumptions: The organization and operation of the school should encourage staff to work together to improve the instructional process.

The principal, staff and parents should view staff development as a major component of instructional improvement.

The roles of school site personnel should contribute to staff development.

The resources of the school site should contribute to staff development.

Training activities should be designed to reflect individual and school needs.

The administrative and teaching staff should have a system for keeping abreast of the latest developments.

The administrative and teaching staff should continually monitor, evaluate, and revise the inservice programs and change processes at the school.

A glance at the preceding issues and a quick mental consideration of the questions raised should be enough to have a thoughtful administrator on the way to the nearest post office with a letter requesting a copy of the total publication.

A Stanford Survey called the "National Inservice Teacher Education Study" considers staff development from two perspectives that seem sensible, i.e., what is? -- and what should be? Bruce Joyce (SCRDT, School of Education, Stanford University, Stanford, California 94305) directed the nationwide study. In fact, results of the study have (at the time of this writing) not yet been reproduced for wide distribution -- as data are checked and re-checked. It seems apparent, however, that some interesting observations can be gleaned on the basis of early analysis. Readers are encouraged to request the full report from the address indicated above.

Before the observations are presented, however, a word or two about the study. As suggested in the title, the survey was part of a national plan -- including some 1600 teachers. If appears that administrators were asked to respond to the questionnaire as a part of the total group, but the results, apparently, do not reflect the congruence or lack of congruence of perspective between administrators and teachers -- or other combinations of groups for that matter. The observations reported here are those of this author and are obviously debatable -- and are based only on the "California data" -- representing responses from some 106 schools in a variety of demographic settings (from some 140 schools selected at random to participate in the program).

The survey was designed to gather data in the following areas:

- Demographic Data -- i.e., characteristics of respondents, school types, education positions

- Background experience as related to inservice education
- Areas of focus; that is, on what topics should staff development be directed?
- Delivery system -- e.g., how best can inservice options be made available, and by whom?
- Governance -- i.e., who ought to be making decisions regarding the subjects, methodologies, logistics, and so forth?
- Incentives -- i.e., what incentives should be offered to motivate involvement?
- Practical aspects -- i.e., what modifications in the current system are necessary to bring about desired changes?

The results of the data, at least at present, aren't particularly astonishing -- but they tend to confirm a number of points already "felt" by a number of people. The data do, though, suggest new directions for action. A brief review of some of the highlights gives insight:

1. Many teachers are over age forty and they have a strong desire to remain in teaching. This suggests fewer and fewer new teachers will be coming into the system, especially in these days of declining enrollments and program reductions.

2. In response to a question asking, "How much inservice help do you receive?" it is interesting to note the diversity of responses. From the set of feedback, it appears there are a number of educators in California who receive plenty of staff development input while nearly an equal number of other educators suggest they receive too little help with too little quality.

3. Most teachers indicate they get most of their ideas and suggestions for improving classroom operations from other teachers -- as opposed to administrators, supervisors, professors, others. At least at first glance, respondents indicated they got little but desired more assistance from principals. Professors and central office personnel seemed to rank very poorly when "teacher help" was analyzed; apparently the farther away from the classroom the lower the teacher perceptions that help is available.

4. The survey revealed that well over half of the educators said they got themselves engaged in inservice activities to improve teaching performances -- as opposed, say, to taking inservice for the purpose of advancing higher on the salary schedule.

The report is too mammoth to study here, but it is available from the source mentioned above and is well worth reading and reviewing.

Rand Study -- A third study which offers considerable insight into means for effective staff development programs was carried out and has been reported on by McLaughlin with the Rand Corporation. Not only does the study look at the pieces of inservice programs, but it also analyzes what happened as a result of effective and ineffective efforts; that is, the study took a look at operational programs within the regular context of the school day -- at the school site -- and then determined how the inservice contributed to or detracted from the success of the site goals and objectives.

This report, too, is available from the Rand Corporation in Santa Monica; concerned readers are encouraged to request the full report from the author. Suffice it here to point out that many facets of the Hart legislation (AB 551) were taken directly from the study and incorporated. This is a sensible approach -- using what is available from practitioner's feedback.

Also worth indicating here are the major highlights of the results (at least the highlights in terms of this person's interpretations):

- Local schools should define the staff development program through continuous school level planning. Too often, according to the study, central office or other well-meaning agencies "laid on" outside designs which more often than not were not seen by those individuals as particularly relevant.

- Commitment of appropriate time and energy by a majority of the staff was essential. The positive attitude of a critical mass of the staff helped assure continuation and follow-through.

- Ongoing release time allowed staff to participate when the energy level is high. People can't be expected to put their best abilities into the staff development exercises at the close of a hard school day. There are a number of factors to consider with this issue, but time to contemplate, think, relax is imperative. For example, many teachers feel guilty if they are away from their students for any appreciable length of time; too, parents and students aren't always excited about having teachers out of the classroom and a less talented substitute attempting to uphold expected instructional quality.

- Joint governance in the development, implementation and evaluation of inservice programs. This point shouldn't come as a surprise to any of today's educators; people who are affected by decisions not only expect -- they insist -- to be involved in the decision making process. (From other research it's clear administrators expect the involvement of parents, students, teachers -- the problem seems to be with the "How" of involvement rather than with the concept.

The report also found that schools generally had no or only a sketchy concept of a model for staff development. This problem is terribly common and is one reason the matter is addressed later in this publication.

Not surprisingly the study pointed out that unsuccessful projects consistently relied on outside consultants who made a one-time presentation to the staff -- with little, if any, follow-through. The tendency for blow-in, blow-off, blow-out type consultancies pervaded district efforts at inservice. While the one-shot performances can be effective for transmitting information, there is little likelihood that much will happen in the classroom to improve teaching-learning opportunities for students.

Probably the biggest single factor which helps to assure a successful staff development plan is the perception by staff members that the district officials are truly committed to professional growth. The perception is enhanced by at least some of the following:

- District office leaders illustrate by their modeling behavior that they are willing to learn and grow.
- The district office supports with money, time and policy plans for growth.
- The district offers incentives to those who participate.

In short, educators who will be moving into full, staff development activities have background resource information that can be very helpful when used.

California State Action

The State Department of Education in California has taken considerable leadership in terms of practical models for staff development. Essentially two distinct, empirical experiments are underway at the present time; one experiment is underway through what is called the PDPIC's and the second experiment is being tried through a series of Title IVC projects.

PDPIC stands for "Program Development and Personnel Improvement Centers." As the name implies, the Centers are designed to enhance certain program areas -- usually reading and mathematics -- by helping teachers and others learn specified teaching techniques to improve their competency. In each of the PDPIC programs, strong emphasis is placed on the development of teaching protocols for the express purpose of helping students improve their cognitive skills in the survival skills area.

At the present time, there are thirteen such centers located in various parts of California; only San Francisco has a center which functions within the governance area of the school district, all the other PDPIC's function as consortiums with four to five school districts. It's this kind of cross-fertilization that has been very beneficial.

Dr. Carl Schmitthausler with the State Department of California serves as the project officer for the PDPIC's; his leadership has been invaluable in helping to make staff development acceptable in our state.

What, though, are the PDPIC's? Here's the write-up that was prepared in 1975-76.

What Are P.D.C.'S?

The Professional Development and Program Improvement Centers (PDPIC) were established by the legislature in the Professional Development and Program Improvement Act of 1968 (Assembly Bill 920). The purpose of this act is to improve the instructional skills of classroom teachers in grades K-6 whose pupils are from disadvantaged backgrounds and are achieving below grade level in reading and mathematics. All school personnel serving such elementary pupils (including aides, counselors, principals, and specialists) are to have the opportunity for such training. The replacement teachers, needed to free the classroom teachers for their period of retraining, are also trained under this act. The goals of the legislation are:

- .to develop a program of inservice training for teachers;
- .to integrate the training program developed in the local district with those of institutions of higher education near the local district;
- .to establish training centers which would be models for inservice training for other districts to replicate.

Since the implementation of PDPIC in 1969 and including 1974, a total of 10 districts and 1 county schools office have been funded with a total of 2,945 participants. During the current 1975-76 school year, 1,054 teachers and other school personnel will receive training within centers in 8 school districts throughout the state. The total state budget for 1975-76 center operations is $650,000.

Every Center designs its own staff development training program to best meet the needs of individual staffs. Although the programs each have unique qualities, all Centers operate under a general framework which includes components of a competency-based comprehensive education program developed by PDPIC Directors. The components include training in skills related to content, instructional techniques (diagnosis/prescription), classroom management, instructional materials and classroom human relations. Each of the components is believed to be essential to a comprehensive effort to develop teacher competencies necessary to assure the success of learners in mastering the basic skills of reading and mathematics. Competency is understood to include the knowledge, understanding and application levels. In order to assure a relevant training program, each Center begins with a comprehensive needs assessment of the schools and staffs selected for training. In-service training on a released time basis is prescribed to meet the diagnosed needs of the participants. Upon conclusion of the training cycle, an extensive follow-up ensues where the trainees implement their learnings in the classroom with monitoring and supervision guidance from the Center's trainers.

> Reaction to PDPIC training has been very positive on the part of the participants. Evaluation based on pupil performance indicates that PDPIC trained teachers have indeed improved in instructional quality to the benefit of the students, which is the ultimate legislated intent for the Professional Development and Program Improvement Centers.

Leaders in the Centers have had considerable experiences and are quite willing to share information with others. For instance, they have given a lot of attention to such matters as ascertaining the inservice needs of teachers and administrators, determining effective consultants on a number of different topics, defining techniques for determining how much of what is learned in a training program is actually used in the classroom, and finding useful ways to evaluate the utility of staff development programs.

A listing of people who can be helpful when thinking through many of the concerns is offered here:

Project Director	Mailing Address	Telephone
Mr. Kenneth Young Butte County Office	3 County Center Dr. Oroville, CA 95965	916-534-4469
Dr. Jeff Bauer Humboldt County	555 H. Street Eureka, CA 95501	707-445-7611
Ms. Dorothy Walters Lake County Office	11520 Main Lakeport, CA 95453	707-263-3080 Ext. 12
Dr. Millard McAdam Los Angeles County	9300 E. Imperial Hwy. Downey, CA 90242	213-922-6324
Dr. Don R. Wilson Orange County	1300 S. Grand, Bldg. B Santa Ana, CA 92711	713-834-3870
Mr. Jack L. Forney Pasadena Unified	315 S. Hudson Pasadena, CA 91109	213-795-6981 Ext. 217
Ms. Gwendolyn Tucker Pomona Unified	800 S. Garey Ave. Pomona, CA 91766	714-623-5251
Dr. Ronald Hockwalt San Diego County	6401 Linda Vista Rd. San Diego, CA 92111	714-292-3568
Ms. Elaine Grady San Francisco Unified	135 Van Ness San Francisco, CA 94102	415-864-1575
Dr. Marvin Locke Tehama County Office	1135 Lincoln Street Red Bluff, CA 96080	916-527-5811
Mr. Loren Sanchez Upland Elementary	904 W. 9th Street Upland, CA 91786	714-985-1864
Mr. Joe Wardlaw Vallejo Unified	211 Valle Vista Vallejo, CA 94590	707-644-8921

Project Director	Mailing Address	Telephone
(to be selected) Visalia Unified	315 E. Acequia Visalia, CA 93277	209-733-1400 Ext. 414
Carl M. Schmitthausler, Consultant Professional Development Programs Division of Elementary Education Elementary Programs Development and Planning 721 Capitol Mall Sacramento, CA 95814		916-322-5205

Title IVC -- Largely through the efforts of Bill Honing, California State Board of Education, a commitment was made to use up to $1.5 million to consider effective models for staff development. This was done because the State Board considered staff development as a "critical concern" for school personnel in California.

Late in the Spring of 1977, ACSA and the State Board of Education co-sponsored a series of five workshops up and down the state to help those interested in submitting a proposal get first-hand information about the criteria used for accepting or rejecting the proposals. Harvey Hunt, Ramero Reyes, and Jack Shaeffer gave extensively of their talents to help the proposal writers. Some 43 propsals were received and reviewed and some 13 promising practices were funded.

Rather than focusing on reading and/or mathematics per se as the PDPIC's were authorized to do, the Title IVC's were challenged to develop innovative, comprehsnsive staff development plans which, if successful, could be shared with other schools and districts -- especially should AB 551 actually receive full funding. The concept of advanced planning and foresight, in my opinion, is to be applauded -- especially if we use the findings well.

It is too early yet to determine just what can be learned from the IVC experiment; they were just funded for the 1977-78 school year and many haven't had time -- at this writing -- to straighten out all of the logistical matters associated with initiating a new project. Will probably be two or three years before the results can be helpful to other people.

Even with the delayed response, people in schools can contact either people at the State Department of Education or at the individual sites to gain information. Some of the contacts are listed here:

Ira Barkman
Title IVC Projects
1500 5th Street
Sacramento, CA 95814
(916) 322-5100

Dr. Robert DeVries, Adm. Consultant
Staff Development, A307
Los Angeles Unified School District
450 North Grand
Los Angeles, CA 90051

Janet Holt/Albert Lantz
LaMesa-Spring Valley District
P. O. Box 457
La Mesa, CA 92041

Mr. Loren Sanchez
Upland Elementary School Dist.
P. O. Box 497
Upland, CA 91786
(714) 985-1864

Berdene Swan/Eliose Wise
Elsinore Union High District
1201 W. Graham Avenue
Lake Elsinore, CA 92330

A complete listing is available form Ira Barkman.

Why is Staff Development Needed?

Ask a dozen educators and there would probably be a dozen different answers to this question, and each answer would probably be as right as the next answer. There does, though, seem to be at least two reasons for the resurgance of interest in staff improvement via inservice education.

One has to do with student enrollment decline. More and more districts are faced with the reality of fewer students and the consequent reality of a stable (and possibly stale) staff. As McLaughlin of the Rand Corporation suggests, "Districts have fewer opportunities to 'live' enthusiasm and new ideas; instead they must consider the professional development needs of staff they already have."

A second reason is that research is finally confirming what front-line people knew all along; new technologies of "validated" programs or more money really aren't panaceas. The best programs in the hands of unmotivated or inadequately trained educators are unlikely to fulfill their promise.

As well as these rather obvious reasons, I believe there is a third factor that is highly important -- and that factor can be sized up in one word, survival. Local administrators are finding more and more things happening to them via state and federal acts of one type or another and to make sense out of the legislation requires learning new skills, attitudes and knowledge. Effective staff development is important because educators are being asked to do things today they were never expected to do in the past. The examples I offer here are selected although the reader could expand on the list nearly to infinity. For instance, administrators today, in most schools, are expected to work with advisory councils; usually this means a variety of new skills, e.g., communication skills, problem-solving skills and so forth must be learned. Very recently I was in a high school where there were seventeen different groups that were included in one capacity or another within the governance structure of the school. This is enough to drive any principal up the proverbial tree, especially if the principal doesn't possess the requisite skills.

Certainly the competency-based performance expectations at the high school level puts a new burden on school administrators and teachers. (If the McAllister proposal works its way through the legislative process there is a good possibility the competency testing could extend as low as the fourth or fifth grade in the very near future.)

In any event, if competency expectations are to become a matter of fact, inservice will be needed in at least four current voids (assuming the Hart Act -- AB 3408 -- is implemented.) These areas include:

- Skills at learning to develop reasonable competency expectations.
- Skills at learning to diagnose entry levels of learners in the traditional 3 R's.
- Skills at learning which prescriptions will work with which students in what kinds of settings.
- Skills at learning how to communicate with parents and students when competencies have not as yet been reached.

Traditionally, secondary teachers have assumed that by the time students reached high school the minimal standards of competency in reading, writing and arithmetic had been reached. Correcting this false assumption will take some real doing on the part of all concerned; there will need to be considerable changes in attitudes among parents, students, teachers and administrators. The appropriate changes aren't likely to occur without extensive staff development.

Federal legislation through PL 94-142 is another example of action which will require teachers and administrators to learn changes in behavior. This legislation -- which strives to integrate as many handicapped students as possible into the regular classroom -- will also require that teachers and administrators learn more about handicapped students, to learn how to design individual learning plans for the students involved, and to work with parents who have handicapped youngsters.

I'm of the belief that people in education truly want to improve -- that the vast majority of educators care about the students with whom they work and that educators are willing to invest far above and beyond the call of duty in those activities which seem to hold promise for improving teaching and learning opportunities. Unfortunately, I believe many educators today -- especially those in small school districts where a single individual by necessity must wear a number of different hats -- are functioning under considerable stress because of actions taken by others and then laid on. It's one thing to write legislation -- such as that directed at bilingual/bicultural education, E.C.E., competency-based expectancies, integration, the handicapped, and so forth but carrying out the intent of the legislative mandates is easier to talk about than to do. With everything going on in schools -- including increasing acts of crime and violence -- many teachers and administrators find they don't have time for staff development because they are inundated putting out the grass fires before they reach cataclysmic proportions.

Let me try to make one point rather clear; that is, few educators would argue against the interests of the new laws which effect education in California. One could hardly ding the fact that students graduating from high school ought to have some basic skills or that some revitalization at the early childhood level was necessary, or that students ought to have the right to due process, or that handicapped students have the undeniable right to least restrictive

programs, or that non-English children have too many strikes going against them if concern isn't given to the matters of their culture and their language. But the people in schools find it difficult, if not impossible, to be all things to all people at the same space in time. On top of all of the above-mentioned issues some educators are also charged with resolving the incredibly complex social problem of segregation. How much can be expected from people who not only have jobs that can't be shed at the end of the regular working day (in one fashion or another educators have the tendency to talk about educational matters in nearly every social setting -- frequently boring, I might add, to others who aren't caught up in the jargon or the issues), but people who also need to be concerned about themselves as well as the other members of their family? A clear answer to this question doesn't appear to surface with much regularity.

No small amount of money has already been invested in staff development. According to one report from the Department of Education in California the following categorical programs have expended or will expend quite a few dollars -- and the listing here for all practical purposes is a partial list:

A Partial Inventory of Staff Development
Programs Administered by the
State Department of Education

	Number of Projects		Dollars	
	76-77	77-78	76-77	77-78
PDPIC	10	13	$650,000	$689,000
Title IVC (Staff Development)	0	13	0	$1.5 million
Public Law 91-230 (Federal)				
Title VI-I	7	7	$543,100	?
Title VI-G			$300,000	?
Local District			$498,400	?
Manpower Development	7	7	$245,000	$533,000
Educationally Handicapped Consultation Funds				$386,033
Any district providing programs for the educationally handicapped may request monies; $10 is granted per a.d.a. for children enrolled.				
California Writing Project	1	9		(76-79) $790,000
Vocational Education	7,000 persons		$850,000	$850,000
Adult Education (PL 91-230)	7	Undetermined	$400,000	?

In addition to this partial list, many titles in the Elementary and Secondary Education program call for inservice; it's very difficult to determine the number of people impacted through these programs and the dollar amount which is directed solely at staff development.

One other high visibility staff development thrust is headed by Dr. Paul Plowman out of the State Department. His project focuses on teachers who work with the state's gifted students. Approximately $60,000 was made available from the federal government for the school year 1976-77 and a like amount is anticipated for 1977-78. What has made the project so effective has been the diligent work by many people to parlay a relatively small amount of money into a larger working whole by using matching fund approaches. Information about the proejcts can be obtained from Plowman at the state office or from two of the sites by contacting:

Dr. Robert Bell, Jr., Special Education Coordinator
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111

Ms. Eugenie Howard, Director of Curriculum
Ventura Office of Education
353 East Main Street
County Office Building
Ventura, CA 93001

Without doubt, state and federal resources do contribute toward meeting staff development needs within the state -- and the PDPIC's at the present time appear to have the most comprehensive plans to carry out their mission. Here are brief descriptions from three of the sites:

Center: Pomona Unified School District

Contact: Ms. Gwendolyn H. Tucker
351 W. Phillips Blvd.
Pomona, CA 91766

Telephone: 714-623-5251
Ext. 438

Program Focus: A. Instructional Techniques
B. Human Relations
C. Classroom Management

Funding Source: Professional Development and Program Improvement Act -- $60,000

Center: Tehema County Professional Development Center

Contact: Doug Sale
P. O. Box 810
Red Bluff, CA 96080

Telephone: 916-527-5811

General Information: The Tehama County Professional Development Center was established initially in the summer of 1962 under the provisions of the Professional Development and Program Improvement Act of 1968. This project was funded under the joint program provision of the Act to serve as a pilot inservice program for approximately 15 elementary school districts in a one county rural setting. The original 21 schools participating range from a one-room school to schools in the large communities of the county having in excess of 600 pupils enrolled. Tehama County was one

of the first in the state to have a cooperative E.S.E.A., Title I program involving all of the eligible smaller school districts in the county. Patterns of interdistrict cooperation were established at the time the project was funded. In the fall of 1975 as a result of interest by school districts in adjacent counties and the State Department of Education the project was expanded to serve nine schools in Shasta County, 12 schools in Glenn County, and 6 schools in Lake County.

The Professional Development Program has been designed to improve the instructional skills of classroom teachers whose pupils are achieving below grade level in mathematics and reading. All school personnel serving such elementary pupils are eligible for training through the project. Determination of school participation sequence is based upon third grade reading achievement scores for each school or district.

The Tehama County Professional Development Center has two major components based on current state guidelines: Reading instruction and Math instruction. The focus is on ways of best meeting individual pupil needs in these areas. Recognition is made that teacher and pupils must be considered in any analysis of the teacher-learning act. Consideration is given to diagnosis, prescription, treatment and assessment of pupils in the classroom, but always in the context of the instructional content of reading and mathematics. The program is a "pull-out" type program whereby teachers are relieved of their normal assignments for two, two-week periods during the course of the school year. In the first two-week period, the emphasis of training is on mathematics; in the second two-week period, the emphasis is on reading.

There are unusual opportunities and challenges in the Tehama-Glenn-Shasta-Lake County project. The area is large and participants come from all areas of the four counties. These participating schools meet the criteria specified by the current State Department Professional Development Center Guidelines which include involvement in either Early Childhood, Title I, Mathematics Improvement or the Muller-Unruh Reading Program.

There is much variation in school instructional and curricular programs. A number of schools have taken steps to develop sophisticated skills sequences in both the reading and math areas. In others, classrooms are managed in a very traditional manner. Many teachers in the county have in their classrooms responsibility for more than one grade. This is not uncommon in in many rural schools. The development of the program has necessitated very close cooperation between the project and the school boards, administrators, and teahcers in the counties. There has been a ready acceptance of the program and of its implications for change.

The program has been evaluated in a number of ways. Instructional activities in which teachers participated in the Center are evaluated by conventional means. Performance in the classroom is

observed by monitoring personnel to see the extent to which learned behaviors are, in fact, implemented in the classroom. The final phase of the evaluation, whereby an attempt is made to determine if the program has any relation to pupil achievement is undertaken annually with the collection of pre-test pupil achievement data.

Unfortunately, achievement test data are not in themselves a satisafctory program assessment tool because of the small samples, test bias, test administration practices and the congruence of the test instruments to the classroom instructional program. Other techniques are being developed, which it is hoped, will evaluate the impact of the program.

The program provides an unusual opportunity for teachers to enhance their own skills so that the academic performance of their pupils may be maximized. Many teachers have sought the opportunity to receive inservice training as part of their normal service. The Professional Development Center Program provides that opportunity. It functions during the normal working day, not on weekends, during the summer or after the school hours. The county has been given the unique opportunity to pilot test the program which, if successful, can have far-reaching benefits, not only for Tehama, Glenn, Shasta, and Lake County pupils, but for other rural areas of California for which this program is being developed as a pilot-training model.

Center: Fresno Staff Development Academy

Contact: Loren K. Ebersole
3132 E. Fairmont
Fresno, CA 93726

Telephone: 209-441-3298

Staff Development Focus:
A. K-6 Student Teacher - New Hire Target Teaching
B. On-site Staff Inservices
C. Desegregation PDC Task Force

Narrative:

A. All student teachers serving FUSD schools will first take a five-day cycle in target teaching. During the first year, all "new hires" K-12, will be pulled out for a nine-day cycle in target teaching and two clinical supervisions. The following year they will have a minimum of four clinical supervisions.
B. On-site staff inservices are tied to principal transfers:
   1. The first year a principal is transferred to a new assignment, he/she will have the services of PDC to do a needs assessment of staff and school program and write an inservice program for the following year.
   2. PDP Teams will assist impelmentation of the inservice program during the principal's second year at that site.
C. A special desegregation PDC task force consisting of 13 trainers and 4 teams will pull out over 500 junior high teachers for a three-week training cycle in Target Teaching; Human Relations; Middle School and Freshman School philosophies; Special Ed. Master Plan; Bilingual Education and Multicultural Education.

Track Record:

A. New program with student teachers and "new hires." Same format with experiences teachers has been highly successful -- moving from Title I Elementary only, to all district K-12. This program has top rating among teachers and principals.

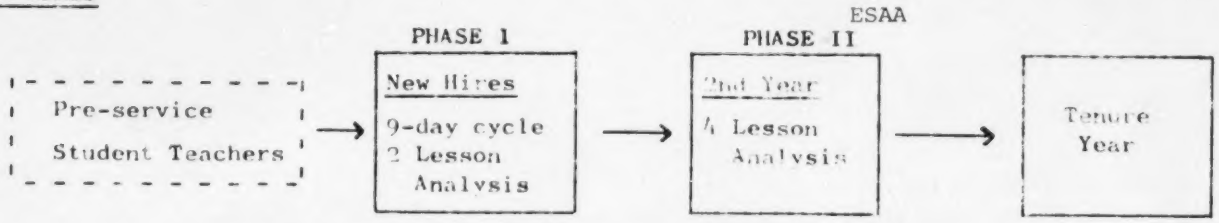
B. C. New program - untried.

Funds for staff development received from:

Federal, State, Local } Approx. $1,000,000

Funding Source: Undefined at this time.
To include: Title I
District
CETA
ESAA

NEW HIRES



ON-SITE INSERVICE/STAFF DEVELOPMENT

Needs Assessment: → Inservice Needs Assessment Program

PDC Staff
Line Administrator
Curriculum Coordinator

Demonstration Teaching
Lesson Analysis Target Teachers
Faculty Inservice
Aide Inservice
Principal proficiency in clinical supervision.

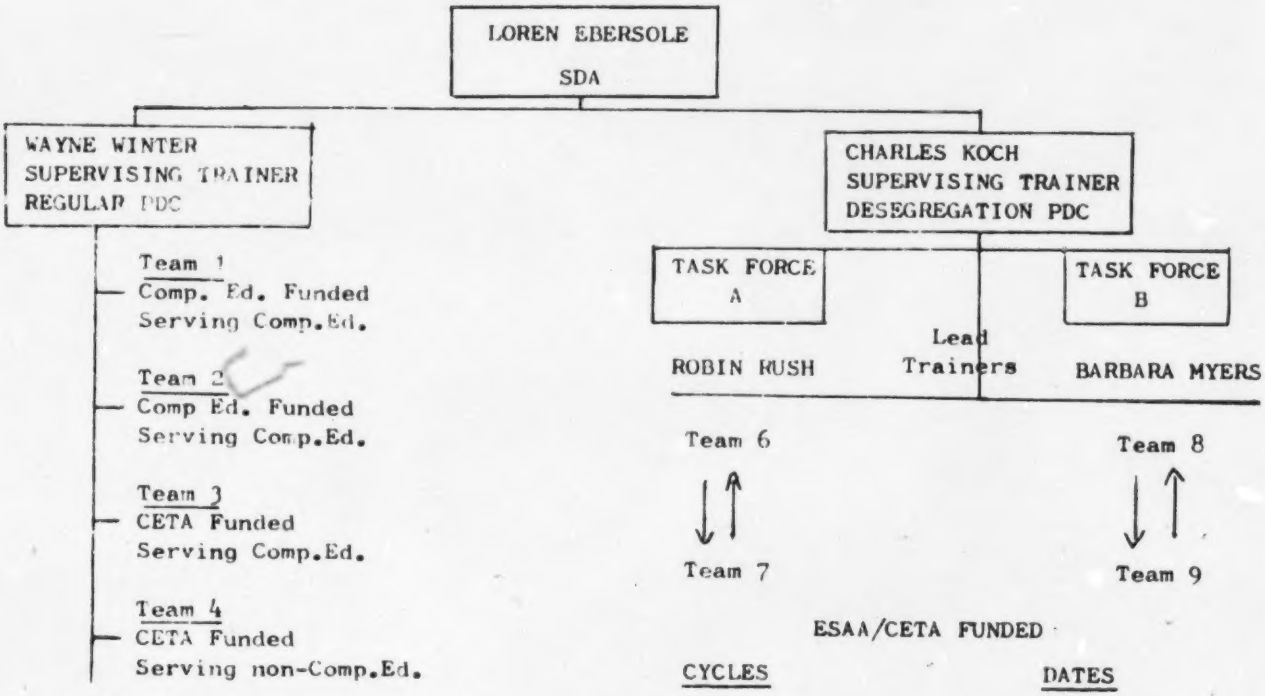
CRUNCH INSERVICE/STAFF DEVELOPMENT

Task force approach by SDA. Examples: Desegregation
Bilingual Ed.
Hart Act
Special Ed. Master Plan
Etc.

FRESNO UNIFIED SCHOOL DISTRICT

STAFFING PDC

1977-78



ESAA/CETA FUNDED

CYCLES	DATES
1	Oct. 3 - 21
2	Oct. 31 - Nov. 18
3	Jan. 3 - Jan. 20
4	Jan. 30 - Feb. 17
5	Feb. 27 - Mar. 17
6	April 3 - 21
7	May 1 - 19

Phase 1 - 2-week pullout new hires.
(King School)

Phase 2 - Follow-up Lesson Analysis
Class of 1976-77 - on site.

"3 & 4 - On site Needs Assessments
and Inservices.

CONSORTIUM

Team 5
Site Funded
Serving: Edison
Roosevelt
Tehipite
Sequoia
Yosemite

2-week pullout (Tehipite)
2-week follow up on site
} Target Teaching

CONTENT: (3-week Pullout)

Target Teaching
Human Relations
Middle School
Career Education
Freshman School
Bilingual
Special Ed.

LOCATION:

Staff Development Academy (2)
Fort Miller Junior High
Fresno High School

FRESNO UNIFIED SCHOOL DISTRICT

STAFF DEVELOPMENT - PDC

TRAINERS

1977-78

	NAME		CURRENT ASSIGNMENT
	LOREN EBERSOLE		ASSISTANT ADMINISTRATOR - STAFF DEVELOPMENT - PDC
	WAYNE BERGMAN		DEWOLF (Counselor)
	CLARICE BYAS		WOLTERS - 6th Grade
	JIM CRACKEL		TENAYA - Social Studies
	LISA DELEON		JACKSON - 6th Grade
	CLAUDIA DUKE		IRWIN - English - 8th Grade
	BARBARA ENCINAS		VINCHELL - Resource Teacher
	DORIS FORCE		VIKING - Resource Teacher
	BEVERLY HARDISON		KING - 4th - 6th Grade
	JIM HOLMES		AHWAHNEE
	GARLAND JOHNSON		HOOVER - Science
	KAREN KAIA		IRWIN - Reading - Resource Teacher
**	CHUCK KOCH		FRESNO HI - Deseg. Task Force
	RHEANETTE LEE		COLOMBIA - K-3 - Resource Teacher
	JOANN LOW		KING to PDC (Replacement for Randy Hein)
*	BARBARA MYERS		PDC
*	VERA PETTUS		PDC
	JOAN QUINTANA		LOWELL/STARR - 4th Grade
	ANN REED		ROOSEVELT - Reading Resource Teacher
*	ROBIN RUSH		HOOVER - Athletic Director
	JIM SATTERBERG		TENAYA - Social Studies
	ANDI SERRANO		JEFFERSON Bilingual)
	HAL SILVANI	(CSUF/FUSD)	PDC/CSUF
	WALLACE TAYLOR	(CSUF/FUSD)	MCLANE - Government
	MILDRED THATCHER		MAYFAIR - Resource Teacher
*	LONNA TORRICO		TEHIPITE (Leave)
	JOHN WALL		JEFFERSON - Resource Teacher (Pool)
**	WAYNE WINTER		PDC
*	MARTY WRIGHT		PDC
	LARRY INGOLDSBY		HOOVER - Social Studies

** Supervising Trainer

* Lead Trainer

As can be seen from the examples cited above, staff development in the Center is directed largely at processes, not at one particular, unalterable approach. For those interested in a staff development facility (as well as the process considerations) the Fresno Education Center (Tulare and M Streets, Fresno, California 93721) is exemplary. Fresno has made a sizeable commitment of time, space and resources to staff development plans and programs.

Many of the larger school districts in the state have comprehensive programs for inservice. Contacts in some of the larger districts are:

San Francisco	-	Elaine Wolfe Grady
Oakland	-	Carol Worthington
Long Beach	-	Ernie Stachowski*
Los Angeles	-	Bob DeVries

To my knowledge, there is no larger, more complex and effective district staff development program that that headed by Bob DeVries in the Los Angeles Unified School District. During the 1976-77 school year, the Los Angeles inservice staff had seven major programs in full swing:

- Operation Solidarity
- Council for Peace and Equality in Education
- Preparatory Training Program
- Community Groups (PTA, SCAC)
- Coordination of Services of Other Agencies (FWL, BTR, LACHRC, and DJ)
- Alternative/Positive Approaches to Discipline
- Media Undertakings

Additionally, they generated sixteen new projects to commence in 1977-78. Art Adams, Shirley Woo, Marc Robert, LaVerne Parks, Mary Lewis, and others assist with the many training programs. The Los Angeles Unified School District staff development plan appears to have nine full time staff assigned to this high priority.

Since the Los Angeles people have been so thorough in their work, their position paper regarding staff development consideration is well worth reviewing. Outlined below is their position statement -- note the footnotes at the end of each statement which correspond to concepts drawn from the professional literature.

Los Angeles Unified School District
(Bob DeVries, Director)

Staff Development Branch
Training and Development Considerations

The Staff Development Branch recongizes that no one training model and/or delivery system can meet the needs of the entire district staff; it is clear that a variety of models have utility in accom-

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*Based on a very informal assessment, appears Ernie Stachowski is one person on whom many people call when information regarding staff development practices are pondered; indeed, he is an excellent consultant.

odating to the diverse needs and problems confronting the district.

There are a number of critical points, however, that generally are kept in the foreground as training and developmental activities are conducted.

1. Training is conducted with a view to giving individual participants an opportunity to learn group process and interaction skills through the systematic observation of their own performance, and from elicited feedback. There is evidence that learned group process skills have impressive transfer value to other group situations (Hall, Williams).

2. Training in such areas as human relations, race relations and cross cultural experiences must be preceded by the establishment of a climate of trust, openness, viable lines of communication and an ability to utilize group process skills. Evidence suggests that training in improving the qualitative nature of ethnic relations is more successful when a task (problem) focus or an emphasis on superordinate goals is utilized (NTL, 1973, Jones, 1976).

3. Training related to value-ladened issues requires consideration of and accommodation to a number of issues to wit:

    a. It seems clear that most people tend to organize their lives in a manner that reduces stress and tension caused by value conflict (Rogers).

    b. Individuals and groups strive to build security by establishing protective standards and rules of behavior; it follows that such actions tend to emphasize the traditional and comfortable (Gibbs).

    c. There seems to be a natural tendency for people to regress to a traditional behavior when a threat is manifest (Homans).

    d. If efforts to change norms are initiated a climate of trust which emphasizes group sharing, experiential learning and a personal commitment to change is salient (Rokeach).

    e. Rapid, imposed change efforts frequently evoke a defensive posture, thus a consequence of goal variance, personal survival and identity needs, problems generated from differences in power, status and influence and apprehensions related to trust and acceptance by others (Napier).

In terms of the Branch's objectives in training activities, the following points undergird the design and conduct of training and other developmental programs.

1. Training groups should have a shared sense of purpose and membership should be aware of common goals.

    a. Voluntary participation is more productive than mandatory (Napier).

b. Individual group members must have an acceptable image of self (Goffman).

c. The training group will be more productive if some prestige is attached to the activity, a suitable milieu is provided, interaction is maximized and success is likely (Thelan).

d. Small work groups seem more productive than large (Gibbs).

e. Ownership of the training process by participants is critical (McLaughlin).

2. Training groups are more productive when roles are varied and differentiated according to interest and performance.

a. The minimization of status and power is important (Kelley).

b. A climate of interdependence and responsiveness to needs is a prerequisite to effective problem-solving (Deutsch).

c. Participants must be permitted to adapt training to personal needs (McLaughlin).

3. Training groups are more apt to realize significant outcomes when communication channels are open.

a. Skills in listening and feedback are vital (Rogers).

b. Interpersonal systems must be uncluttered (Robert).

c. The avoiding of a debating approach which increases competition rather than cooperation is important (Kelley).

d. Unless lines of communication are opened and participants have a receptivity to listen to others, progress will be at best minimal (Jones).

e. Cognitive awareness seems to be a significant first step in effective human relations/race relations training -- adequate, equitable, non-authoritative discussion techniques are useful in this arena (Napier).

4. Training groups are most apt to be productive when dissent is freely expressed and silence is not taken as consent.

a. The sharing of opposing opinions is a legitimate part of the clarification process (Napier).

b. Participant accountability for ideas is encouraged.

c. Ideas are depersonalized and perceived as topics for clarification and understanding, not personal agenda (Deutsch).

5. Training groups are encouraged to take charge of their own destiny.

a. Different behavior styles are legitimatized.

b. Equality of status and influence prevails (Kelley).

c. Shared leadership is practiced (Lippett).

d. Recognition is given to the notion that group agreement will be limited by the degree of suspicion and mistrust present (Napier).

6. Training groups are involved in a learning-decision-making continuum.

a. Learning is an art of choosing from an array of options, in effect a decision-making process (Napier).

b. When a threat of a loss of power emerges, competition is likely to ensue and learning opportunities diminish (Deutsch).

c. Learning in the area of race-relation et.al, proceeds best by an emphasis on superordinate goals and a problem-solving focus (Rogers).

d. A variety of decision-making/learning styles are legitimate; it is crucial that the individual possess a self-awareness of what works for him (Jones).

e. When individuals are pressured into decisions born out of guilt rather than convictions and commitment, the long term consequences tend to be negative (Festinger).

f. When learning is occuring especially in value-heavy areas, it is important to avoid congitive overload/dissonance (Brehm).

g. Ultimately, behavior change is the sought consequence of training.

7. Training groups are encouraged to continuously practice and sophisticate their use of group process skills.

a. Evaluation of the process is an on-going act (Scriven).

b. The effective use of time is critical; it follows that time commitments are legitimate constraints to be employed (MacKenzie).

c. A recognition of the impact of one's behavior on another is significant (Combs).

d. Recognizing and avoiding competition which is disruptive and leads to secrecy, mistrust, and efforts to control others is vital (Scodel).

8. Training groups are encouraged to achieve a well-balanced inter-dependency while maintaing necessary flexibility.

Parenthetically, I should also add that the Los Angeles people also produce a newsletter-type publication called The Reflector which is quite useful as one attempts to keep abreast of on-going staff development. Readers may want to write the Staff Development Branch to place their name on the mailing list for The Reflector.

ACSA is also heavily involved in staff development programs, putting primary emphasis on activities directly related to the variety of administrative roles found in the educational establishment. Although specifics about the various activities supported through the ACSA Professional Development Program will be covered in subsequent sections of this publication, titles of major thrusts are listed here:

- Professional Development Program (PDP)
- Project Leadership
- ACSA Center for Educational Leaders
- ACSA and ACSA/CSBA Statewide Conferences
- ACSA Curriculum Conferences

Even with what is offered, the staff development program of ACSA needs to be magnified many times if the needs of current and prospective administrators in the 14,000 member association are to be met.

ADMINISTERING STAFF DEVELOPMENT PROGRAMS

Quality staff development programs aren't born, they are made -- by quality people. Those who put effective programs together are well-advised to consider the points made in the Rand and Stanford studies mentioned earlier. I'd like to suggest some additional factors which seem pertinent -- some of these factors have come from others with whom I've chatted, other factors have evolved from my own research; in either case -- for better or worse -- I'll assume the responsibility for passing the information along.

Here are the issues I believe administrators should consider before and during the implementation of comprehensive staff inservice plans:

- Developmental vs. Remedial Plans
- Institutional vs. Individual Plans
- Relationship of Staff Development to Collective Bargaining
- Evaluation Criteria
- Governance of the Inservice Activities
- Administrative Leadership Requirements
- Training of the Trainers

The major topics probably evoke some responses from readers by the various words in the headings, but further elaboration seems appropriate.

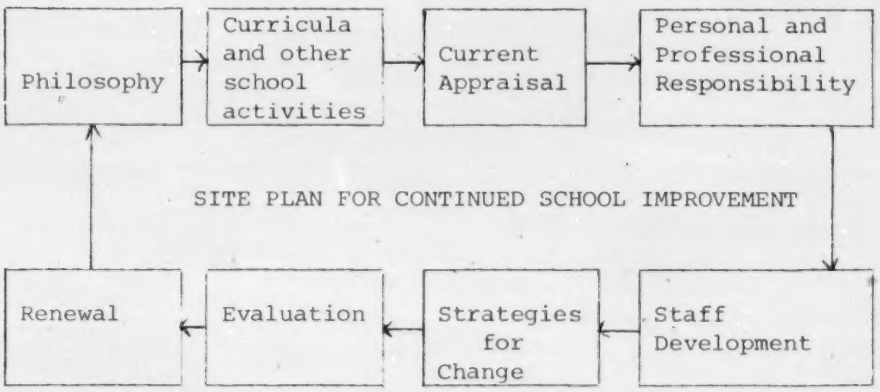
Developmental vs. Remedial Model for Staff Inservice...

The remedial model for staff development is based on a deficit notion; that is, some sort of needs assessment is usually administered to ascertain what it is that staff members have concerns about and then an inservice program is designed to meet the specified needs. The developmental model, though, is conceived as a preventative model wherein a system is put in effect to get at new skills, attitudes and knowledge before there is a remedial need identified. With the remedial model, educators are often caught between the rock and the hard place because they frequently find themselves:

- focusing on crisis issues
- finding better ways to do things that shouldn't be done in the first place.

The developmental model anticipates what needs to be done -- on an individual school basis -- and builds in the appropriate support systems to assure staff and institutional renewal.

There are a number of valuable developmental models available; the one I prefer is illustrated by the chart which follows.



To explain the entire model here would serve little helpful purpose but a few points may be useful. (The entire model is discussed in a publication available from ACSA -- Chicken Little Was Right -- Or The Future of Education is Now (Olivero).

The first step in the model is to define an operational philosophy, a step many schools have either not taken or they have put together such a vague, paper philosophy that is has little utility on a daily basis. The philosophic statements in the RISE Commission paper, in my opinion, are good jumping off points to consider when staff, parents, and students conceive an operational philosophy.

Step two draws focus on ways to match the various school curricula and routine other activities in a school with rhetoric of the global and noble statements in the philosophy. Too often, I believe, we educators are guilty of making statements about philosophic interest that really aren't carried out through daily supporting actions in the school.

The third step is to do a "current appraisal" with selected parents, students and staff (about five per cent of each population). Four questions are asked of each group:

1. What do we do well?
2. What do we do that is acceptable but which needs further refinement and improvement?
3. What do we do that really doesn't need to be done?
4. What are we not doing that we ought to do?

Responses to these questions give clues as to inservice possibilities.

The fourth step is to determine personal and professional responsibilities. If these aren't defined there is a good possibility everyone on the staff will be subjected to each inservice activity. Certainly some people on the staff don't need everything. Staff development, like good learning programs in schools, should be personalized as much as possible; that is, the plan should be tailored as closely as possible to the personal and professional responsibilities of each individual.

The fifth step is to design a personal growth plan. Essentially there are both individual and institutional growth plans. If each person in a school with twelve staff members would learn one new approach each year over a period of five years, sixty new protocols could be added to the school's repertoire. Few growth plans happen without a design for action. One excellent document for this purpose is the Self-Performance Achievement Record (SPAR) available from the Nueva Learning Center (6565 Skyline Blvd, Hillsborough, CA 94010). The SPAR is a semi-programmed text which walks people through a step-by-step-process for determining:

- Goals
- Activities
- Objectives
- Evidences of success
- Identified new skills, attitudes and knowledge
- Sources of assistance
- Time-line
- Reporting points

Even if the plan isn't used in its entirety, learning to use the instrument enables individuals to make their own modifications as necessary.

The sixth step is to learn about the change process, e.g., to know what phases new approaches pass through, to learn about the critical mass of people needed to make change work, to learn about the period of time required to test new designs, and to learn about the political realities of most change effects in schools.

A seventh step has to do with evaluation -- especially as that evaluation is a part of the staff development thrusts. (More about this later.)

Finally, a last step has to do with "renewal." Essentially these actions are possible during this phase:

- Time is set aside to work out problems that inevitably emerge when the change process occurs.
- Time is set aside to "think" -- a commodity often not available in schools.
- Time is set aside to contemplate the future. (I advocate a special task force in each school to consider new developments in fields other than education and then to pose the question, "What is the implication of this new breakthrough for education?")

The developmental model is on-going, cyclic, never-ending. That's the only way a process can operate if it is to be preventative rather than remedial.

Institutional vs. Individual Plans

There are strong arguments for both institutional and individual development plans. For the most part, though, most inservice to date has been organized on an institutional basis.

Unfortunately, the institutional approach looks upon the school as a whole and offers inservice to people in the educational community whether they need it or not. The results of this approach are somewhat akin to the first grade student who is particularly bright, who finishes work far ahead of the other students in the class. The child is frustrated, bored, and unenthusiastic much the way the staff member is who already knows more about the subject being presented than the presenter. If the institutional plan for staff development is used, it should be the result of realistic calculation; there are times when the institutional plan makes sense and times when it doesn't.

For instance, when change is attempted for the first time, members of a staff oten find there is less anxiety when they can work together as colleagues on a common school problem. Examples of problems that might come under this umbrella could be: positive approaches to discipline, considering alternatives to teacher-parent conferences, learning to diagnose entry behaviors of students in given subject areas.

When people feel relatively secure, they are often willing and able to take on personal growth exercises. For instance, an administrator might want to work on interpersonal communication skills, conflict resolution techniques, processes to enhance faculty meetings. It's always more difficult to work on personal goals vs. institutional goals because an individual must admit s/he doesn't have all the answers.

If education is to renew itself, members of the educational community must reserve the right for themselves as well as the right for others to say, "I don't know how!" It's only with the admission of this fact, in a safe enrivonment, that personal growth will take place.

Relationship of Staff Development to Collective Bargaining

We are too early in the ball game to conceive of all of the ramifications of staff development and collective bargaining. It seems, though, that such issues as released time for inservice, substitute pay for people who fill in while the regular teacher is being inserviced, and certain areas of compensation for professional growth are likely to be in the scope of SB 160.

Currently curricular considerations are legally out of scope (although some districts have apparently included those within their deliberations), but little in the way of curriculum improvement is likely

without staff development. Where the fine line between the two factors is drawn is unclear at this time. I believe we can assume more and more pressure during negotiations will be placed on these matters, otherwise the CTA probably would have executed less leadership in getting AB 551 into motion. This is one of many areas that will require continued vigiliance, lest the baby be tossed out with the bath water. In my opinion, there is nothing more inherently wrong with the negotiating items related to staff development than any other thing within scope -- but those who do the negotiation should be well advised about the ramifications before setting down at the table.

Evaluation Criteria

How does one go about evaluating the effectiveness of a staff development program? This question must be thought through as legislators and school board members will ask the important question, "What are we getting for the money we are investing?" The question is one which must be answered in these days of accountability -- it is a legitimate question!

Looking at the evaluation question in a reasonably simplistic way, there appears to be four levels of evaluation, each level becoming more complex, requiring more sophisticated research designs and instruments, and requiring greater expenditures of money to obtain answers.

The four levels of evaluation include:

Level 1 -- Does the format (design) of the inservice program appear -- to experts in the field -- to encompass the major features of the task at hand. For instance, if a district were offering a staff development program on the use and abuse of drugs, the program format probably would not include features of writing skills programs. The drug format should be reviewed by doctors, educators and others who could determine if the format held promise for accomplishing what it w s designed to accomplish.

Level 2 -- Do participants in the inservice have skills, attitudes, knowledge at the conclusion of the workshop they did not possess when they entered? This requires a fairly simple pre-post design which usually can be handled with such devices as written tests, questionnaires, opportunities to demonstrate newly-acquired learnings, role-playing, and so forth.

Level 3 -- Do participants actually use their new learnings when they return to the classroom. When teacher observations are made, an investment of considerable time and energy can be expected -- and time for observers ultimately translates into money. The actual observations, though, may well be worth the expenditures of resources because we are all too familiar with workshops through inservices where people left the training site with good intentions, but for one reason or another never got around to using their new learnings where they could do the most good -- with the students.

Level 4 -- Do students benefit from the changes in participant behaviors? A literature review matching behaviors which come as a result of staff development and concomitant improvements in students' performances is void of positive, definite correlations. The conclusive evidence on this score is probably attributable to at least two factors:

- sophisticated instrumentation that is required for assessing student improvement is not available, and
- even in those cases where there appears to be student gains, it is nearly, if not, impossible to tie those gains to teacher behaviors which came as a result of inservice experience.

Student achievement (growth) is a very complex problem -- depending upon such variables as student attitude, enrivonmental conditions at home and at school, and peer relationships -- as well as teacher behavior.Which causal factor plays which significant role is at best extremely difficult to determine. Educators should avoid self-flagellation should student growth fail to jump three or four notches following what appears to be powerful inservice experiences.

Perhaps the best way to be protected against the inevitable accountability question is to make certain a priori that the audiences who will be asking the questions have considered this -- "What evidence is acceptable to you to indicate the program has made a difference?" Setting up realistic criteria in advance can help to avoid potential serious problems if after-the-fact data are expected to convince those difficult to convince. (An outside consultant can be very valuable when establishing these criteria because the consultant can often raise questions which may be considered a cop-out if asked by someone within the district.) It's always more powerful to deliver more than promised than to promise a lot and deliver little.

Governance of the Inservice Activities

The biggest matter at stake here is an answer to determining who is going to decide what is to go on in the staff development systems. At least theoretically the local board of education is charged with making policy decisions on all practices. Some legislation at the federal and state levels have, at least indirectly, taken some power away from local boards. Advisory committees, as well, have worked in some decision-making roles. And with the teacher centers there is further movement to usurp the power of the board, at least that is my opinion.

The federal legislation (Mondale), supported by the NEA, clearly puts the governance matter entirely in the hands of teachers, irrespective of local board concerns or possible lack of congruence between what administrators and teachers believe is needed. (Because of this governance matter, I wrote the United States Office of Education protesting the governance arrangement as unconsitutional -- which I believe it to be. To clear the record, I acted as a concerned professional rather than as an authorized representative of ACSA.) Correspondence on file underscores the concern of CSBA staff members; but to my knowledge, CSBA has not as yet taken an official position.

California legislation for staff development (AB 551) calls for governance from an eleven to fifteen person board consisting of representatives from such audiences as teachers, administrators, lay people and others. A majority of the board would be composed of teachers elected from the staff at large. Even with the board, however, policies established would need to be consistent with those developed by the local board of education. The staff development governance group would be expected to pull together rather than to compete for power. In my opinion, Mr. Mondale made a gross error when he permitted the governance in his legislation to be placed solely in the hands of teachers. (I assume that one reason an agreed upon appropriation to enact the legislation has been slow in coming is the now vice president's recognition of the mistake that was made.)

Certainly, teachers must "own" the staff development plan; an error would be equally great to put all decision making responsibility solely in the hands of administrators or any other individual group(s). Mechanisms to assure wide ownership must be considered by teachers, administrators, parents and local board of education members. The critical concern is too important to leave to any one-sided pressure group.

Administrative Leadership

Perhaps one reason staff development hasn't gone particularly well is because leadership qualities haven't existed to the high level of quality required. In short, at least four keys to change are essential for those responsible for effective inservice. These keys for change include:

- Involvement
- Philosophy
- Communication and Problem Solving
- Modeling Direction

Let's start with the last key first.

Modeling direction must be taken by administrators to show others nothing is expected of others that an individual administrator isn't willing and able to take on for self. When administrators are able to illustrate they believe in personal growth because they are willing to share their growth plans with others, there is a good possibility credibility will be established. The development of a professional growth plan can be an academic exercise (similar to what happened with many of the Stull Bill exercises) unless the leader demonstrates personal commitment to the process.

Lack of communication is probably the catch-all obstacle in any organization where difficulties exist. But leadership beyond the identification of problems is required; the leader must be able to assist when others need help in resolving the problems. Little is gained when people in an organization invest energies "jawing" about problems; an able administrator can turn the energies of bickering into positive and productive action. Administrative leadership is

required to help people know they are a part of a problem if they aren't a part of the solution.

Without an operational philosophy, a school is like a ship afloat in the ocean without maps to help with the navigation. The captain of the ship or the leader of the school needs the map to help with the respective navigation. Leadership skills to arrive at the functional philosophy may not be present; if this is the situation, the administrator will need personal development to have adequate tools. A philosophy isn't something that can be taken for granted; hard work is required to knock out an acceptable series of philosophic beliefs that students, parents and staff can rally behind. At a nimimum, leaders should be knowledgeable about and familiar enough with the following tools to use them:

- Delphi Process
- Concensus Process
- Force Field Analysis
- Brainstorming Process
- Prioritizing Process
- Advocacy Process

Those interested in further explanation on these processes should request from ACSA the publication entitled Working With Advisory Councils.

Leadership today requires that different audiences be involved in the staff development process; often this may mean that groups with competing interests will be seeking the same scarce resources. Keeping peace in the family in this setting calls for creative and imaginative leadership.

At least two principles carry much weight when leaders take action to get and keep people involved. The first principle is that of "closure." Meetings, without action decisions, have a tendency to drag on forever -- when this happens people either stop attending the meetings, so whatever decisions are made aren't owned by the people not present, or the decisions are so watered down they can't possibly make a difference anyway. Leaders work toward closure!

The second principle is that of "follow-through." Too many action decisions are lost because of shoddy or non-existent follow-through. At the time a decision is made, involvement will be encouraged if assignments of responsibility for tasks and timelines for achievement are agreed on. Action decisions that float off to oblivion because of poor"follow up"don't attract busy people -- and the busy ones are the persons who get things done.

Certainly other leadership talents are required, but these four keys for change are so common they shouldn't be ignored.

PROGRAM EXAMPLES

In this section, I'll report on one project where a principal in a single site put together a staff development program to improve student

and staff morale. Secondly, I'll report on the major features of ACSA staff development efforts.

Sample

Cupertino Junior High
William E. Heber, Principal
1650 South Bernardo
Sunnyvale, CA 94087

Focus: Staff Development--
A process for improving
staff morale.

(What follows is a descriptive narrative of a process plan conceived and implemented by Bill Heber, the school principal. The narrative begins with his presentation to the staff; the transparencies he used to support his presentation(s) are included in the context of the description.)

SPEAKING: BILL HEBER

The public's schools are being challenged as never before. Even the Sputnik era of the late 1950's and early 1960's didn't result in the depressed and dispirited feeling common in schools today. The feeling then was one of excitement and challenge. The feeling today is often defensive, confused, harrassed, put-down or not appreciated.

No one factor is causing the public's challenge of its schools. It's all or some of master contracts and teacher strikes, increasing vandalism rates, spiraling property taxes, dropping SAT scores, attacks in the media, etc., etc.

The result of all this is often a sense of purposelessness and lack of confidence in what tomorrow will bring. In essence -- my boat is going full speed, the rudder just dropped off, and besides I don't care.

TRANSPARENCY 1

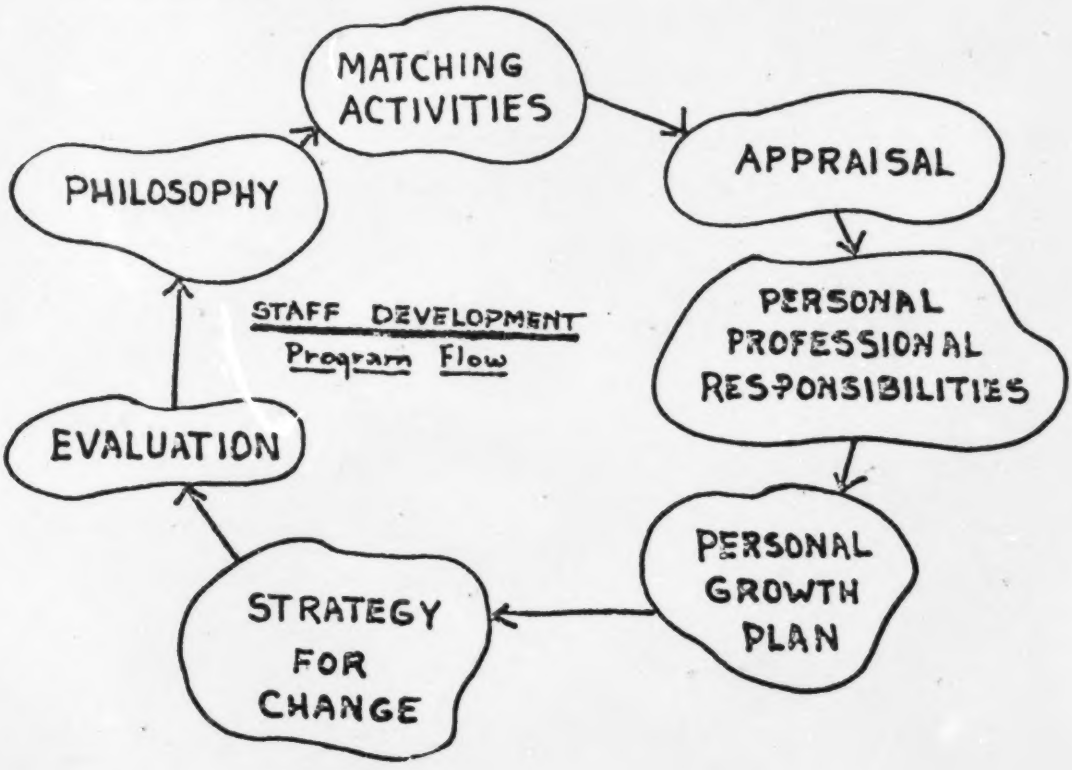
MORALE --- a state of individual psychological well-being and buoyance based upon such factors as physical or mental health, a sense of purpose and usefulness, and confidence in the future.

Webster defines morale as -- "a state of individual psychological well-being and bouyance based upon such factors as physical and mental health, a sense of purpose and usefulness and confidence in the future."

A staff with no common purpose and little confidence does not work well -- the school becomes a bunch of classrooms each going its own way. Students and community pick up this feeling, reflect it back and a vicious circle ensues.

To turn this around, I suggest that the total staff, certificated and classified, become involved in a deliberate and systematic process for rebuilding a sense of purpose and confidence. I would further suggest that it be an ongoing process involving other groups of people, but that it be done the first time by staff only. After the first-time-through-experience, getting students and community involved is vital.

TRANSPARENCY 2



The model for staff development I'd like to present contains seven discrete steps. It is neither new nor original. It comes from many sources and it will work for us if we work it.

In practice, you'll find that several of the steps will overlap or be going on simultaneously, but for purposes of clarity, we'll treat them as separate and distinct.

First, the rationale for and explanation of each of the steps. We'll deal with the how-to-do-it later.

TRANSPARENCY 3

PHILOSOPHY

What is this school all about?

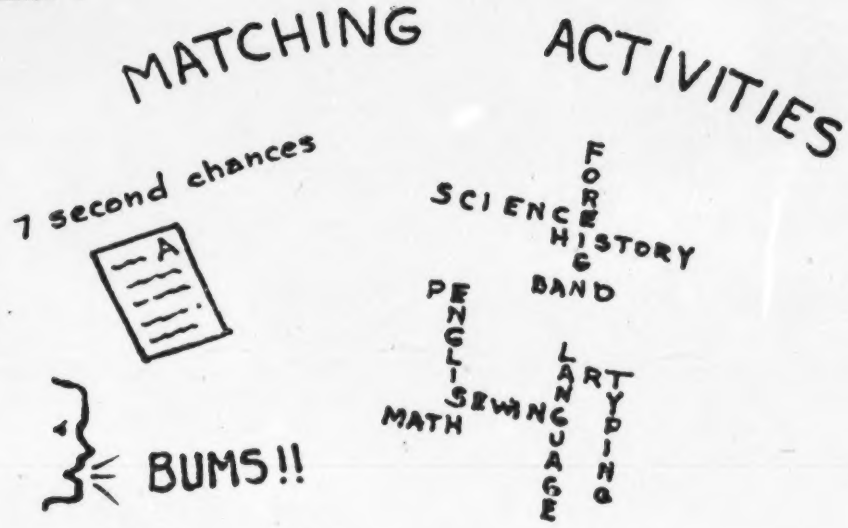
. traditional
. child-centered
. college prep
. individualized
. ability grouped
. personalized learning
... all of the above

What's so important about a school philosophy? It's a road map to guide the school to where we want it to be next year or the year after that or the year after that. For example, if we lived in Fresno and wanted to get to Honeydew, (and there is a Honeydew in California), it would be pretty dumb to just take off and hope that we'd arrive there. Without a road map it would be very difficult to just bump into Honeydew. A road map or a school philosophy will help us get to where we want to go in the quickest, most economical way. An additional benefit is that it will help us define where it is we want to go.

When our school philosophy has been developed and agreed to by the whole staff, we'll publish it. We won't keep it a secret. We'll probably find that in a year or so, we'll want to revise it so publishing it will give the community a chance to get a feel for what it says; feedback will be used for revision.

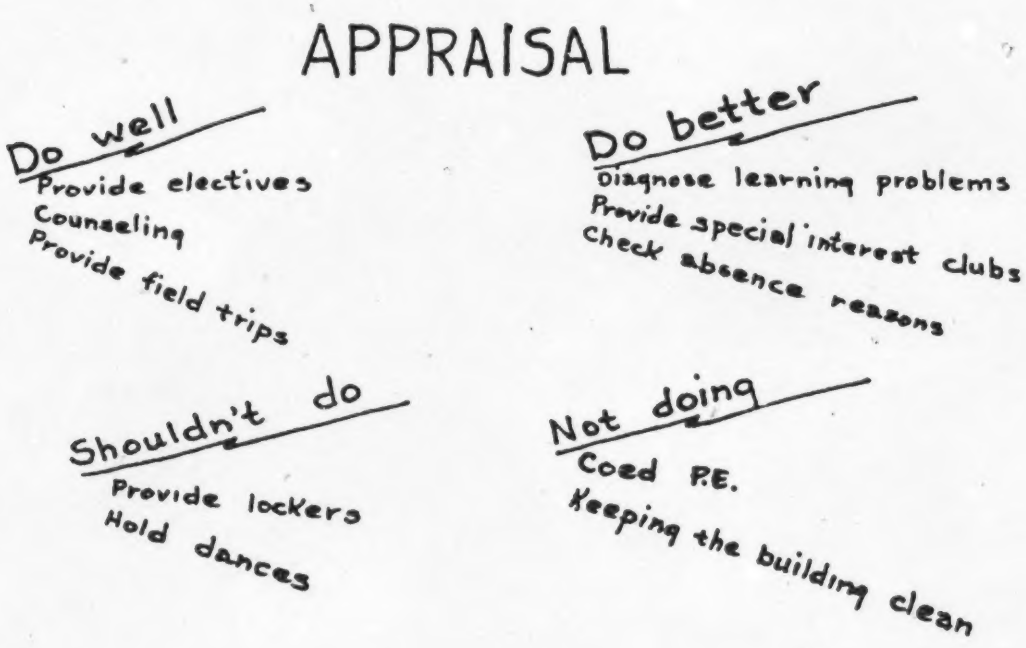
Step 2, Matching Activities, is a process of matching action to rhetoric or putting your money where your mouth is. The question answered here is -- Are we doing what our philosophy says we want to do? For example, if our philosophy says something to the effect that students need to have a variety of educational experiences, does the crossword puzzle of class offerings provide for that variety? Another example, if our philosophy says that students should be treated as responsible people but we find ourselves putting them down, we need to chage our action to match the philosophy. A last example, if our philosophy says that students should become responsible for their behavior but we find they are being given endless second chances, we aren't helping them to be responsible. Look carefully

TRANSPARENCY 4



at what we are doing and see if it matches what we say we want to do -- it if doesn't, change one or the other. Matching activities gets what we are doing more in sync with what we say we want to do. This step can be formalized or kept very informal. It doesn't matter -- either way works.

TRANSPARENCY 5



Appraisal, is a structured review of how our school is working. It's accomplished by answering four questions:

1. What are we doing that we do well?
2. What are we doing that we could do better?
3. What are we not doing that we should be doing?
4. What are we doing that we should not be doing?

Responses to question 1, What Do We Do Well, provides data that are positive and establishes the fact that the school is doing good things and sets a tone for the questions that follow.

Question 2, What Could We Do Better, gets at those facets of the school or its program that are limping. Maybe they need some attention or modification or maybe they need to be abandoned.

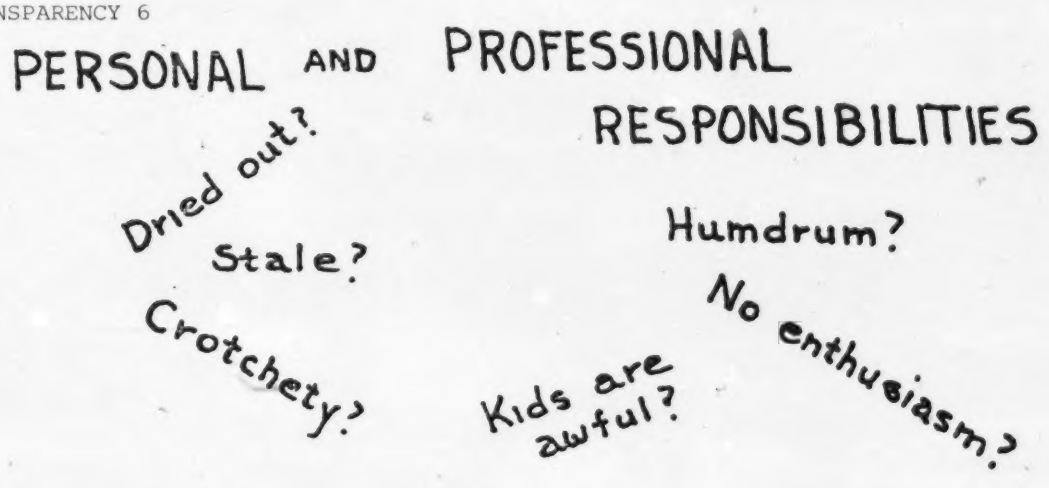
Data from number 3, What Are We Not Doing, will identify gaps or holes in the school's program.

Question 4, What We Shouldn't Be Doing, helps us find those things we all do that have outlived their usefulness and should be stopped.

By the time the data from the Appraisal step have been put in usable form, we will have a clear picture of how well our school is or is not working and specific problems from which to choose the ones we want to work on.

Up to now in this model, we have been visibly engaged in collecting and organizing data, but some invisible things have also been happening. Some of the staff have begun to look at what they are doing in relation to the school's philosophy. They've been caught up in the excitement of a formal look at what is going on at the place where they spend the working part of their life. Their juice is beginning to move a little and they think maybe there is hope that some purpose will be regenerated. If that's going on with some staff, let's keep it going by reinforcing the feeling for them while we move on to the next steps.

TRANSPARENCY 6



Personal and Professional Responsibilities begins the set of steps where the data collected and organized earlier are used. The key outcomes will be the redefinition of each person's commitment -- "What can I be counted on to do?" -- and the identification of the individual's responsibilities.

If the feelings of staff members have been staleness, being dried-out, unenthusiastic or the victim of "they," feelings can begin to change.

TRANSPARENCY 7

PERSONAL GROWTH PLAN

Renewal --- the name of the game

From the redefinition of commitment and identification of responsibilities comes a Personal Growth Plan. The point of it will be renewal -- personal or professional or both. Everybody needs a shot in the arm periodically. We get caught up in the happenings of everyday and just don't realize we need periodic renewal.

TRANSPARENCY 8

STRATEGY FOR CHANGE

Planning ---

... simple vs. complex

... many $ vs. no $

... who's involved

... timeline

Implementation ---

... Do it

Change can be painful or it can be fun. Any significant change requires planning prior to implementing. Let's be sure that when we select some changes to make that at least two of them can be done visibly and quickly and successfully. Nothing breeds success like success. The prime reason for demonstrating that success can be had is that this set of thoughts will be unspoken but in many of our staff's heads. "We've been though this stuff before and nothing ever happened." "It's a lot of work." "I'd like to be left alone to teach -- this is the administrators' job." It's absolutely critical that something visible happen soon or most of our staff will be turned-off and all the ground gained will be lost.

TRANSPARENCY 9

EVALUATION

.. How are we doing?

.. Did it happen?

. Performance criteria

. Norm-referenced tests

. Attitude surveys

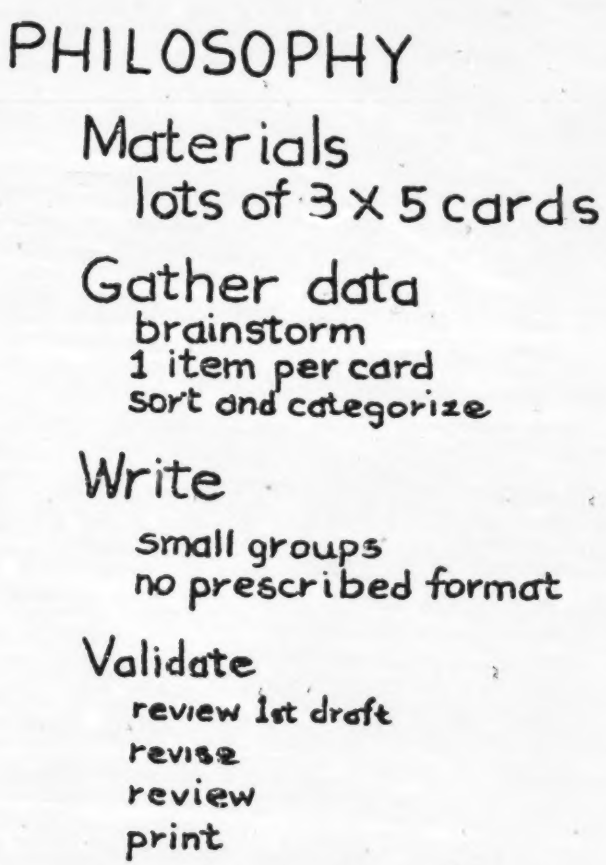
. Observation

. Parent feedback

Built into any plan should be an evaluation segment. The public is demanding more evaluation, the legislature is also -- and besides, it's nice to know whether or not we did what we set out to do. It's not likely that the changes we are about to make need a sophisticated Ph.D. dissertation evaluation design anyway. Part of what we are up to is to get the spirit back in the school, not to publish a research paper.

That's the rationale for this model of Staff Development. Here's how we can do it.

TRANSPARENCY 10



A school philosophy -- how do we develop one. One way is to borrow one from another school, revise it, then adopt it as our own.

Another way is to have several people write one, present it for review, revise and present again. It can take a long time to get it done, but the write, review and revise method will work.

The method I would suggest, however , develops the idea of ownership and ownership breeds commitment.

Let's get a committee together composed of one person for each five or six members of the staff. A staff of sixteen teachers, a secretary, a clerk, and two custodians - 20 in all - would need a committee of four or five forleaders. (If the agreement between the Board of Education and the Teachers Association requires that each school have a Faculty Advisory Committee, a new committee need not be formed).

Most of us have had little experience with brainstorming as a data gathering technique, so let's schedule another meeting with a committee to practice. The committee members will be leading small groups of the staff at a later time and must know how the process works.

At the next staff meeting let's take ten to fifteen minutes, use the chalkboard or butcher paper to record the ideas on, then transfer each idea to a separate 3 x 5 card.

We'll schedule a total staff meeting, explain what we are about to do and the role of the committee, divide the staff into groups, send each group to a different room to have a brainstorming session. Each group is responsible to see that each idea is transferred to a 3 x 5 card and that the cards are returned.

Some of the small groups will generate only a few ideas, some will generate a lot. Let's not be concerned about this discrepancy.

A disquieting factor may come into play now. Not all our staff will get involved. There may be three or four who will resist to some degree. Let them choose to be non-involved. As the rest of the staff gets excited and involved, those who have chosen to be non-involved will find that it gets harder and harder to remain that way. Eventually they will join in of their own accord.

After the brainstorm session, we'll have a good sized stack of 3 x 5 cards, each having one idea written on it. Our task now is to categorize the cards.

Responses will vary in length, from one word to a whole sentence. There will also be much repetition within the total stack of cards.

We'll get the committee together and do the categorizing.

Each person needs to read through the stack of cards to get a sense or feel of them. Categories will begin to emerge. One of them will probably have to do with those student attributes the school should reinforce - honesty, happiness, loyalty, etc. Another category may be those things the school and staff are responsible for providing - a good academic program, fine arts possibilities, elective offerings, fair and consistently applied rules for behavior, etc.

TRANSPARENCY 11

MATCHING ACTIVITIES

Informal

keep it in mind
fix discrepancies

Formal

ask for discrepancies
validate
fix

SHOULD GO ON ALL THE TIME

Matching Activities provides the opportunity for each person on the staff, no matter what the role, to look at what they are doing in relation to the school's newly developed philosophy.

It may be either an informal look or a formal systematic look.

Informally, we can check what we are doing in the classroom against the philosophy. For example, are homework assignments helping students develop good work and study habits or are students treated as being responsible - if our philosophy says both things should be happening and one or the other isn't, let's make better homework assignments or treat students as being more responsible.

Secretaries and custodians can be helpful in our process. What the secretary does with and for the kids is important and therefore her behavior should be looked at in relation to the school's philosophy.

(The informal process of checking action vs. rhetoric can go on all the time. A reminder now and then helps, however.)

The formal checking process, if we elect it, should center around one part or statement of our philosphy, at a time. For example, let's announce via the daily bulletin or the sign-in book that during the next two weeks we'll be talking with staff individually about their behavior in relation to the part of the school's philosophy that says students will be helped to become more responsible for their own behavior.

We'll be approaching the evaluation process very closely, but this activity is not the official evaluation in operation. It is an attempt on our part to help everybody get more in sync with the school's stated philosophy.

We can develop a schedule that will, by the time the year is over, have dealt with every part of the school's philosophy.

TRANSPARENCY 12

APPRAISAL

Materials

3X5 cards - lots of them

Gather data

Get 3 to 5 responses

What are we doing that we do well.

What are we doing that we could be doing better.

What are we not doing that we should be doing.

What are we doing that we should not be doing

Compile

Select

Appraisal is a structured review of how our school is or is not working.

We can call a full staff meeting, have a supply of 3 x 5 cards and write the four questions to be responded to on the chalkboard or on a piece of butcher paper. To help, we can number the questions.

Let's remember to quickly review the four questions, giving examples for each.

We'll ask each person to put only one response on each card and to put the number of the question being responded to in the upper right hand corner of the card.

We'll allow whatever time it takes for everyone to complete at least three responses to each question although we should encourage more than three. We should ask for at least that many.

We'll collect the cards and sort them according to the number in the upper-right hand corner.

Then we'll make a list of each response for each of the questions, indicating with tally marks the number of times a particular response occurs.

When the complete list of responses to all four questions is printed, we'll show the results to all concerned.

SAMPLE

The six most common responses for question 1 from a staff of 43 certified and 11 classified in a 900 student junior high were:

28	Provide a good academic program
16	Counseling services
15	Provide a variety of electives
12	Promoting a variety of school activities (dances, concerts, field trips, awards)
12	Rapport with students and mutual respect
12	Staff Cooperation, spirit and competence

The three most common responses, from the same school, to question 2 were:

26	Being more consistent with school rules, and having, on file, office referrals.
22	Communication between teachers regarding students having problems, programs, articulation
14	Providing more opportunity for communication between students, parents, teachers

For question 3, the four most common responses were:

19	Promoting school spirit by having traditions for a class to look forward to, nor are we promoting a sense of responsibility about a clean campus
17	Teachers and administration should enforce the rules in the student handbook consistently, fairly, uniformly, and constantly.
13	Hold all teachers to the same work standards and time standards
12	Have a system of communication among staff to identify problems in students early

Question 4 had one high frequency and four low frequency responses.

21	Students who misbehave are given too many second chances
5	Too many students roam campus during class time
5	Some teachers exempt from responsibilities required of others
4	Having locker problems to such a great extent
4	Inconsistant in enforcement of school rules - some kids receive special favors while others do not.

TRANSPARENCY 13

PERSONAL AND PROFESSIONAL RESPONSIBILITIES

"It is legitimate to say I don't know how to do that."

"Everyone has a right to be a learner."

What do I need to Know?
Can I be counted on?

THIS HAPPENED OVER TIME

In the school used as an example earlier, by the time the results of Appraisal had been printed, it was obvious to all that discipline and communication would be the prime concerns.

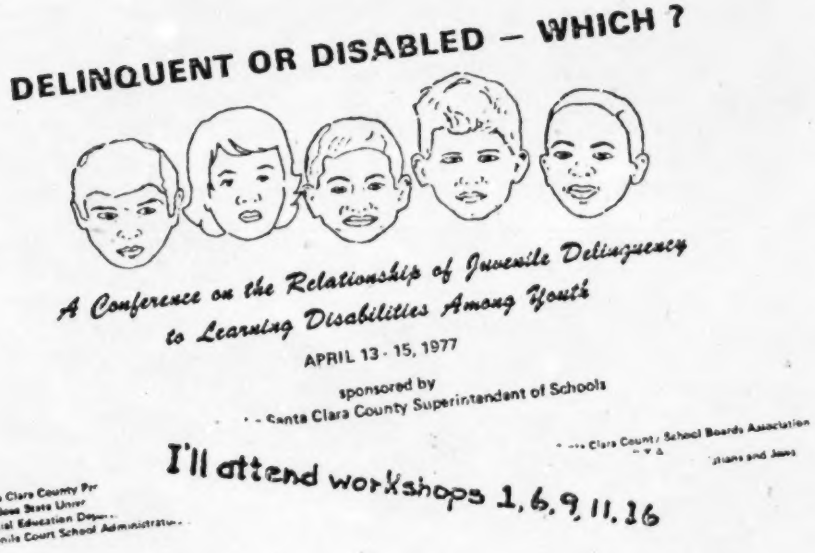
On the day the results were distributed, lunch-room concensus had it that gum-chewing and tardy-to-class were two common problems and something needed to be done about them. Within three days a plan was developed, published to students, and implemented.

It worked because there was total commitment. Everyone was responsible and almost everyone discharged their responsibility.

At the same time several staff members were discussing their need for a refresher in communication skills. A counselor overheard the discussion and let it be known that the local County Office of Education had 2 people on staff that would put on a 20-hour workshop at no cost to the participants. Within 2 days, 19 people had signed up, the workshop was scheduled and all 19 completed the full 20 hours.

TRANSPARENCY 14

PERSONAL GROWTH PLAN


DELINQUENT OR DISABLED – WHICH ?
A Conference on the Relationship of Juvenile Delinquency to Learning Disabilities Among Youth
APRIL 13 - 15, 1977
sponsored by
Santa Clara County Superintendent of Schools
I'll attend workshops 1, 6, 9, 11, 16

THIS HAPPENED OVER TIME

A Personal Growth plan may begin to develop during Appraisal. Out of the concern for improving discipline, several staff members took a 2-day workshop in dealing with delinquent behavior. Their plan tied in with their need and with the results of Appraisal.

Others devised different plans that included reading, travel, teaching summer school or just taking the summer off.

We found it difficult to separate the various steps of the model after Appraisal was completed. Don't worry about it. When the staff gets excited and begins to move, the principal most run to keep up.

SPEAKER: BILL HEBER

Planning for change can be easy or very difficult. Use a good model to assist and the process leans toward the easy side.

Planning models are readily available with varying degrees of complexity. Use a simple one. Most of the early changes you'll make will be small ones so a complex plan really isn't needed.

Be sure that an evaluation is built into the plan. The staff needs to know whether or not the plan was successful; when a program isn't successful, the evaluation should tell why so the problems can be fixed.

If you work this model - it will work for you. A sense of purpose and some cofidence in the future will make your school a better place to be for staff and students.

As can be seen from the above, the staff development process took place over an extended period of time - it wasn't a one-shot, staff meeting activity. The success story at the sample school has been replicated in a number of other sites throughout California, e.g., R M Brumley's school in Escondido, Alberta Martone's school in Modesto, Jayne Beach's school in San Jose, Arcima Taylor's school in Kentfield. Write them (by looking up their addresses in the state directory) to find out how they went about their business - you're likely to be glad you did.

ACSA and Professional Development

If in-service is important generally, what is ACSA - the administrative professional association - doing to stay on top of current trends?

Listed earlier were some of the professional development programs sponsered by ACSA; here I'd like to give further elaboration to the programs while also discussing some of the products put together by practioners and staff members. First the programs.

By far the most extensive program in terms of quantity is the PDP (Professional Development Program) activity. During the 1976-77 school year, for example, some 287 specific workshops were held throughout the state; over 50 of the workshops were based upon the interpretation and implementation of the Hart competency-based legislation. Other topics covered were:

- Working with Advisory Councils
- Positive Approaches to Discipline
- Conflict Resolution
- Problems and Practices for the Management Team
- Employer/employee Relations
- School Public Relations
- Time Management
- Programs of Gifted Students
- Futurism
- Staff Development Processes

A majority of the workshops were conducted by ACSA staff although many excellent principals, assistant superintendents, curriculum directors, and private consultants were called on for their expertise. Special efforts were made to reach administrators in locations other than the usual whistle-stops of San Francisco, Los Angeles and San Diego. It was interesting to note that attendance at the workshops in such places as Willets and Brawley was very high. (As a policy, PDP's are cancelled if an audience of 35 isn't generated; for the entire year only three PDP'S were cancelled due to reduced registration.)

Based on a statewide needs assessment conducted primarily by region presidents and region consultants, some repeats of the 1976-77 offerings will be given as well as some new thrusts, including:

- School law and the school administrator
- Programs for confidential employees
- Assertive discipline
- School climate improvement

Generally, PDP workshops are built on a three-to-five hour, single-day format. They are especially applicable for "awareness and information" purposes. The workshops aren't designed to get at in-depth coverage and follow-through, although frequently handout materials are given to participants. Letters and personal feedback attests to the utility of ideas presented.

A more comprehensive program is Project Leadership. For the 1976-77 school year some 53 districts participated in the program; 75 districts are anticipated for the 1977-78 school year. To participate, Project Leadership requires at least a year-long commitment from a core of district people (usually a team of three -- representing central office and site administrators). The core people assume major responsibility for themselves as well as for other administrators in the district.

The format in Project Leadership has three major features with specific objectives in mind to be accomplished within each feature. The features include:

- Two, three-day statewide meetings per year (one in the northern and one in the southern part of the state). The statewide meetings have two central purposes; (1) to review and improve upon basic administrative skills, e.g., needs assessment, program planning, time management, interpersonal communication, conflict resolution, and so forth. Over nine hours of basic skill instruction are included in the basic skills core; more recently educational public relations, contract management and grievance procedures have been added as basic topics, and (2) cutting edge subjects, e.g., the future and its implications for education, staff development, executive stress, assertive discipline, competency-based education, etc.

From the statewide meetings, participants move toward the second feature of the program -- satellite follow-up sessions. Each satellite consists of three to five school districts -- and they meet a minimum of four times each year, usually twice following each state meeting. There are four specific objectives charged to the satellites:

1. Follow-up with more in-depth to major topics introduced at the state meetings.
2. Participants develop professional growth plans on which they work throughout the year.
3. Participants learn to use Presenter Guides.
4. Form collegial teams for mutual support.

When participants learn to use the Presenters Guides, and feel comfortable with them, core members are ready to return to their local districts to conduct inservice sessions with other administrators, or with their local school staffs. Each Presenters Guide is a packaged program, covering concepts in the following areas:

- Participative Management and Decentralized Decision Making
- Shared Decision Making
- Needs Assessment
- Time Management
- Personal or Program Planning
- Grievance Procedures
- Improving School Climate
- Problem Solving - Delphi
- Advisory Committees
- School Public Relations
- Problem Solving Techniques
- Organizational Development
- Contract Management
- Positive Discipline
- Communication Skills
- Problem Solving - Force Field

The guides contain an instructor's manual, hand-out materials, simulation activities, transparencies for use during presentations, and evaluation tools. The guides are written in such a way that broad details of the content area are covered, but latitude is provided so the presenter can put his/her own style into the presentation. Over time, additional presenter guides will be developed by participants and ACSA staff. On the drawing board at the present is a Strike Manual covering such ideas as what to do before, during and following a strike.

The third feature is the local effort when the core members help others. Empirical information has told us that Project participants presenting workshops in districts other than their own are often more powerful than when the participants presents at home. The idea of a presenter with an attache case ten miles from home seems to be a realistic truism.

Project Leadership hangs together through the effective leadership of statewide Liaison Administrators, each responsible for a particular satellite. The liaison administrators work primarily as volunteers and assume responsiiblities for:

- Assisting the ACSA Project Director to design the state workshops
- Converse and handle logistics for the satellite meetings
- Prepare Presenters Guides
- Work with participants on professional growth plans
- Encourage and maintain positive communication with the various audiences.

Current Liaison Administrators and their contact addresses are:

Bill Rich, Superintendent
Humboldt County Schools

Rick Bardellini, Asst. Supt.
Livermore Valley Joint

Ken Sherer, Principal
San Juan Unified

Ward Stewart, Principal
Scotts Valley Union

Marty Bauman, Asst. Supt.
Placer County Schools

Frank Clark, Principal
Cupertino Union

Tony Magliari, Superintendent
Lake Tahoe Unified District

John Landis, Superintendent
Santa Rosa City Schools

Owen Van Buskirk, Asst. Supt.
Arcadia Unified District

Bill Kipp, Superintendent
Redondo Beach City Schools

Robert Allen, Superintendent
Ocean View School District

Ron Hockwalt, Coordinator
San Diego Office of Education

Don Champlin, Principal
Modesto City Schools

Gordon Bishop, Superintendent
Lindsay Unified School District

Bob Lindstrom, Superintendent
Orcutt Union District

Larry Ruttan, Asst. Supt.
Rialto Unified District

Delaine Richards, Personnel Adm.
Irvine Unified School District

Those interested in a comprehensive renewal program for administrators are encouraged to call the liaison administrators or the ACSA Norwalk Office (714) 994-0870.

Some administrators find themselves so caught up in the routines of the day they can't seem to break away during the school year for their own personal and professional improvement. With this in mind, ACSA initiated a new plan during the summer of 1976 called the ACSA Center for Educational Leaders. The first intensive, five-day institute was held at the University of San Diego with 185 participants. The theme for the workshop was "Instructional Management, or How to Improve Learning Opportunities."

Outside consultants from throughout the United States were called in, e.g., Bruce Joyce, Blanche Brewster, Ralph Tyler, Gordon Cawelti, to discuss such important strands of curriculum as:

Curriculum Options
Evaluation
Staff Development
Overcoming Obstacles to Change

Evaluations of the workshops were particularly high lending impetus to future institutes anticipated for the summer of 1978. These institutes will be announced through the regular ACSA communication network, e.g., Ed Cal, brochures, region and state meetings. Those currently anticipated are:

Employee/Employer Relations
Interpersonal Communications
Personnel Management
Curriculum Improvement

The institutes seem to be particularly powerful because of the excellent consultant services and the time with trained facilitators to follow through with processing exercises on the major points made by the presenters. (Plans to evaluate the long range effects of the institute are now underway.)

Some ACSA members have expressed concern (rightfully) about what they believe is an over-emphasis on management skills vs. instructional leadership skills. A balance between the two is a viable position for the California administrative organization. With this in mind, Art Thayer and Helen Wallace, working with chairperson Dick Ehrgott and curriculum oriented ACSA committees are planning a statewide curriculum conference for the summer of 1978. Additional information regarding what seems to be evolving as an annual curriculum conference will soon be available.

Supporting the different program goals are various publications prepared by ACSA. A partial listing of these products (available from the ACSA Burlingame Office) are:

Operations Notebooks

No. 10 - Leadership Team
No. 13 - Strategies for Administrative Staff Development
No. 16 - Working with Advisory Committees - Promising Practices
No. 17 - Discipline...Number One Problem In The Schools? 40 Positive, Preventative Prescriptions For Those Who Care

Project Leadership Components

- Introductory Component
- Needs Assessment Component
- Problem Solving Component
- Management Planning Component
- Assessment Alternatives Component
- Time Management Component
- Resources Book
- Decentralization, Participative Management, Working Models
- Organizational Development
- Presenters Guides are available on numerous topics for the conduct of workshops
- Chicken Little Was Right! Or, The Future of Education Is Now
  This book begins with false assumptions the author believes have been made about teaching and learning and an analysis of the projections being made by futurists regarding the implications for education. Sections illustrate a systematic approach for "improving a school through parent, staff, and student interaction." Alternative schools -- the good and the bad--are considered as well as teacher education, teacher selection, and teacher in-service education. Others are: the neglected minority, the gifted/talented child, and sex education.

Human Resources

ACSA, to help administrators, has compiled a list of human resources when consultants are desirable. As Havelock (University of Michigan) has pointed out, outside consultants have at least two different functions they can fill better than local sources.

First, there are times when consultants know more than others on specialized topics; when this is the case, their services should be exploited.

Second, outside consultants can sometimes be effective facilitators. For the site administrator to wear the hats of the participant, observer, facilitator is often expecting too much. By all means, when outside facilitators are capable of facilitating results that can't be otherwise facilitated, use them.

When consultants are desired, ACSA administrators can call the Norwalk Office (714) 994-0870 to request the names and addresses, or phone contacts for three or four people--and then determine which person is most appropriate for the job at hand. Incidentally, certain quality control expectations can be met by requesting personnel from the human resources list; each person in the listing has conducted three or more in-service sessions with positive evaluations submitted by the participants.

As far as I can determine, the human resources cover nearly every conceivable topic, at least no request to date has gone unanswered. A partial listing of areas includes:

Contract Management	Staff Development
Management Teams	Alumni Committees
Executive Stress	Activity Programs
Assertive Discipline	Curriculum Services
Program Planning	Proposal Writing
Effective Board Relationships	Communications
Conflict Resolution	Shared Decision Making

Parenthetically, ACSA can even be of some minor fiscal assistance when ACSA Institutional Members seek consultant support. If help is needed, ask for it!

Clearinghouses

Two clearinghouses have offered useful materials. One is the ERIC Clearinghouse on Educational Management. Publication Number 26, The Best of ERIC: Staff Development, is an excellent source for initial scrutiny. In the publication are some thirteen annotated entries that can prove valuable. For a copy of the annotated document write:

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403

Perhaps the most significant clearinghouse on staff development is the consortium being established (and at least partially supported by the Bing Foundation, Les Birdsell, Director). The consortium is informal, made up principally of the PDC's, the Title IV-C Projects on staff development, ACSA, certain interested consultants from county offices of education, and some local school district groups.

The consortium, at least temporarily known as The Network for School Improvement, focuses on:

- Producing a communication publication
- Convening special meetings
- Addressing questions related to training staff development trainers

Specific information about the consortium is available from:

Dr. Les Birdsell
California Network for Staff Development
9700 West Pico Blvd.
Los Angeles, CA 90035

In Conclusion

The challenge of staff development is here; renewal for all educators, in our consistently changing schools is imperative. There's much we can do about the challenge right now. Hopefully this Operations Notebook has served one important purpose by offering practical, timely suggestions to competent administrators.